

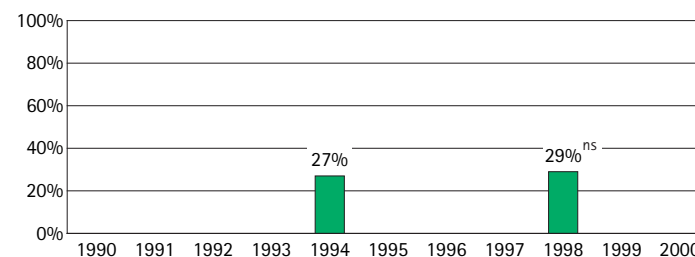
1. Improvement Over Time

Have Washington's 4th graders improved in reading achievement?

Not yet. Between 1994 and 1998, there was no significant change in the percentage of public school 4th graders who met the Goals Panel's performance standard in reading.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP reading assessment



^{ns} Interpret with caution. Change was not statistically significant.
Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Washington compare with other states in 4th grade reading achievement in public schools in 1998?

7 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut	46%	Maine, Minnesota	36%
New Hampshire	38%	Iowa	35%
Massachusetts, Montana	37%		

18 states had similar¹ percentages of students who were at or above Proficient on NAEP:

Colorado, Kansas, Wisconsin	34%	Michigan, North Carolina, Oregon,	28%
Rhode Island	32%	Utah	
U.S.*	31%	Tennessee ²	25%
Oklahoma, Virginia, Wyoming	30%		
Washington , Kentucky, Maryland,	29%		
Missouri, New York, Texas,			
West Virginia			

15 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

Delaware ²	25%	Louisiana	19%
Alabama, Georgia	24%	Mississippi	18%
Arkansas, Florida	23%	Hawaii	17%
Arizona, New Mexico, South Carolina	22%	District of Columbia	10%
Nevada	21%	Virgin Islands	8%
California	20%		

[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

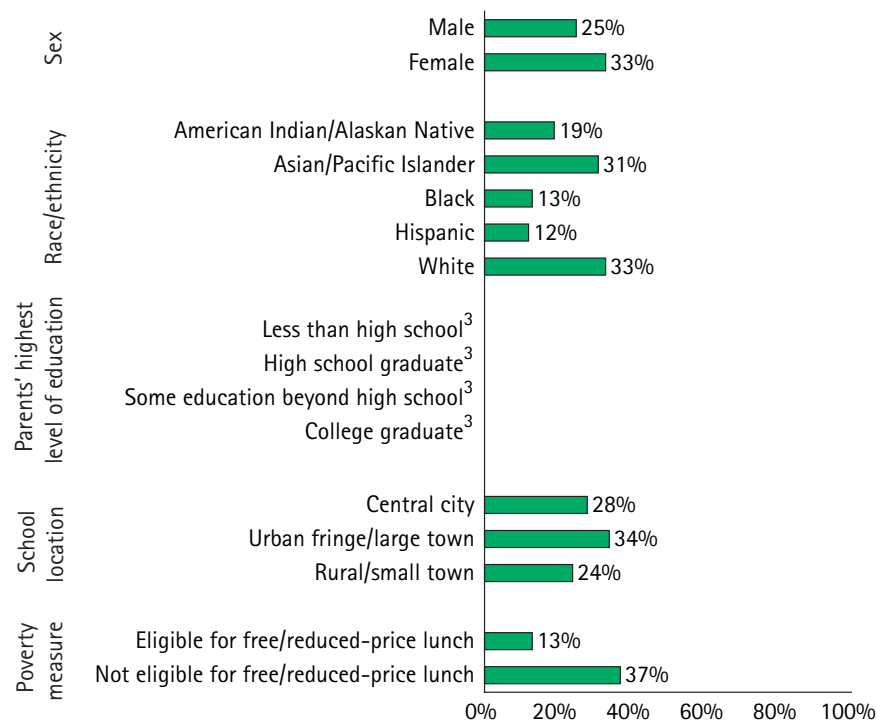
¹ See explanation on pp. 2-3.

² State may appear to be out of place; however, statistically its placement is correct. See pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

3. Subgroup Performance

What percentages of public school 4th graders in different subgroups¹ in Washington were at or above Proficient on the 1998 NAEP reading assessment?



¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.

³ No data reported for 4th graders by parents' highest level of education in 1998.

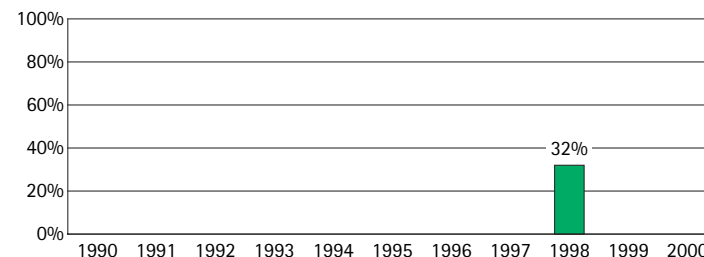
1. Improvement Over Time

Have Washington's 8th graders improved in reading achievement?

In 1998, 32% of Washington's public school 8th graders met the Goals Panel's performance standard in reading. Improvement over time will be reported when reading is assessed again in 2002.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP reading assessment



Reading performance will be tested again in 2002.

2. State Comparisons[†]

How did Washington compare with other states in 8th grade reading achievement in public schools in 1998?

2 states had significantly higher¹ percentages of students who were at or above Proficient on NAEP:

Connecticut, Maine 42%

19 states had similar¹ percentages of students who were at or above Proficient on NAEP:

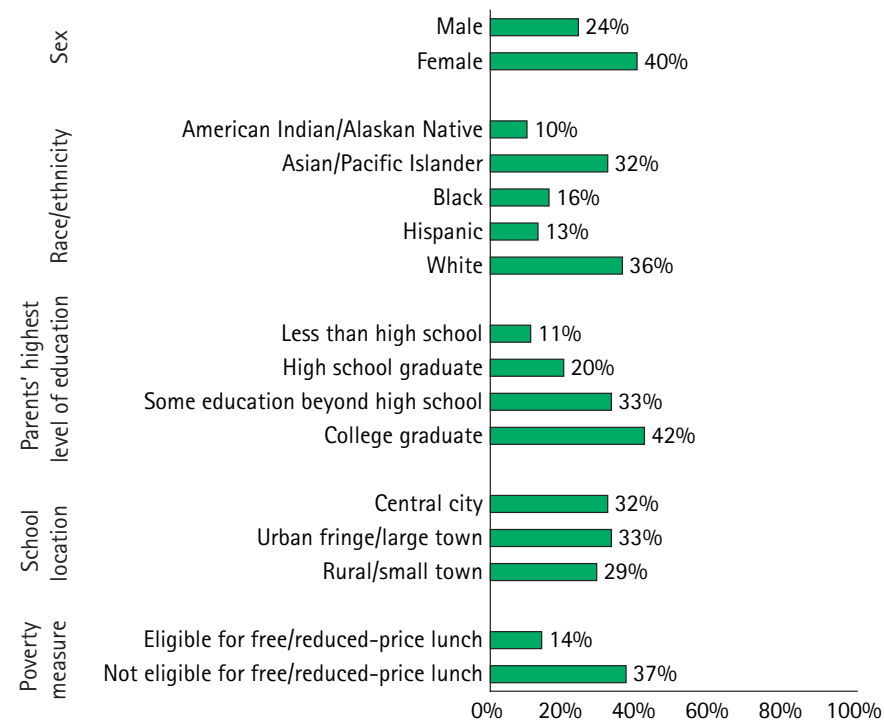
Montana	38%	Washington	32%
Minnesota	37%	Maryland, North Carolina, Utah	31%
Massachusetts	36%	Colorado, Rhode Island	30%
Kansas	35%	Kentucky, Missouri, Oklahoma,	29%
New York	34%	Wyoming	
U.S.*		33%	
Oregon, Virginia, Wisconsin		Arizona, Texas	28%

16 states had significantly lower¹ percentages of students who were at or above Proficient on NAEP:

West Virginia	27%	Alabama	21%
Tennessee	26%	Hawaii, Mississippi	19%
Delaware, Georgia	25%	Louisiana	18%
Nevada, New Mexico	24%	District of Columbia	12%
Arkansas, Florida	23%	Virgin Islands	10%
California, South Carolina	22%		

3. Subgroup Performance

What percentages of public school 8th graders in different subgroups¹ in Washington were at or above Proficient on the 1998 NAEP reading assessment?



[†] The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

¹ See explanation on pp. 2-3.

* Figure shown for the U.S. includes both public and nonpublic school data.

¹ Interpret differences between subgroups with caution. See pp. 2-3 and Appendix D.